

# **EARLY CHILDHOOD EDUCATION 1 ACTIVITIES**

**Course Code: 5700**

## **A. Career Paths**

- 1. Investigate career paths related to early childhood.**
  - Plan a career fair for the class and invite local early childhood workers to present information to the class regarding their positions.
  - Invite guest speakers to talk about early childhood careers.
  - Give an oral presentation on the availability of and projections for early childhood careers.
- 2. Compare career options related to early childhood.**
  - Compile a side-by-side listing of careers including the education requirements, salary, benefits, advancement potential, etc.
  - Use an assessment database to determine the projection for early childhood careers.
- 3. Present research on the roles and responsibilities in various early childhood careers.**
  - Take a career assessment to determine personal qualities needed for a position in early childhood.
  - Develop a technology-based presentation on a chosen early childhood career. Invite visitors and present information to the audience.

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## **B. Developmentally Appropriate Practices**

- 1. Analyze each of the domains of early childhood development.**
  - Examine thematic units to determine if they relate to each of the domains of early childhood.
  - Make a chart to show the domains and what the developmental appropriate practices are in each domain.
  - Observe children to determine what developmental stage they are in according to behaviors displayed.
  - Explain how an understanding of stages of growth can help a childcare worker plan.
  
- 2. Classify special needs of children.**
  - Brainstorm the various types of special needs children have (do not limit this to disabilities).
  - Select a special need and go through one or more class periods as if you have that special need. Talk about your experiences at the end of assigned period of time.
  - Plan a special needs awareness workshop to help others to understand the various types of special needs.
  - Develop a technology-based presentation on special needs to share with others.
  - Identify laws, agencies, and special services that are available to provide assistance for individuals with special needs.
  - Develop a learning activity and talk about ways it can be modified to address specific special needs.
  - Plan a trip to an early childhood program and observe others working with students with special needs.
  - Research Vocational Rehabilitation Act and/or the Special Education Law. Create a presentation that will help others to understand the law.
  
- 3. Identify principles for promoting responsible behavior.**
  - Outline factors that affect behavior.
  - Develop or find a theme, saying, slogan that ties in with promoting responsible behavior.
  - Write scenarios that demonstrate principles for promoting responsible behavior.

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- Role play appropriate and inappropriate behaviors and determine methods to use to promote responsible behavior.
- 4. **Identify issues that affect family dynamics.**
  - Use Kids Count and develop an electronically generated graph to show the number of occurrences of various issues that affect family dynamics, etc.
  - Divide class into family groups. Give each group descriptions of issues/behaviors to pull from a hat. Discuss the issues/behaviors and how they would affect the family. Base the answers on factual information.
  - Establish an observational checklist for abuse or neglect.

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## **C. Curriculum**

- 1. Plan developmentally appropriate lessons for content areas.**
  - Plan at least one lesson for each content area.
  - Develop an evaluation rubric for lessons and use the rubric to evaluate your lesson. Compare your evaluation with evaluations of other. Discuss similarities and differences.
  - Create a puppet show for children to participate in.
  - Integrate ELA, Math, Science, and Social Studies in a snack preparation learning activity.
  
- 2. Incorporate technology in lessons.**
  - Develop an interactive technology based learning activity for the children.
  - Present a learning activity to show the use of technology.
  - Prepare a multimedia CD to teach children a new song.
  - Prepare a video clip that helps students to identify themselves and learn how to follow directions.

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## **D. Safe and Healthy Learning Environment**

- 1. Critique learning environments and activities to ensure safe and healthy practices.**
  - Visit various learning environments. Use a prepared checklist to rate safe and healthy practices.
  - Invite a speaker to explain the Early Childhood Rating Scale (ECERS) guidelines.
  - Invite a Department of Social Services and local law enforcement representatives to talk about child abuse and neglect.
  - Travel to various centers and complete an ECERS checklist.
  - Identify current childcare and applicable licensure standards and laws.
- 2. Plan learning environments according to state and federal guidelines.**
  - Research various state and federal guidelines for early childhood learning environments.
  - Design an early childhood learning environment using state and federal guidelines.
  - Evaluate various learning environment guidelines.
- 3. Demonstrate competence in using USDA guidelines for meals and snacks.**
  - Plan nutritious meals and snacks according to USDA guidelines. Prepare nutritious meals and snacks according to USDA guidelines.
  - Explain the affect of poor eating habits on development.
  - Invite a dietician or nutritionist to talk about USDA guidelines.
  - Create a scenario for an early childhood class. Include at least one dietary special need that will need to be addressed. Plan a menu based on the age and needs of the children.
- 4. Identify skills required for CPR and first aid certification.**
  - Watch a CPR/First Aid Certification demonstration.
  - Invite a CPR/First Aid Certified Instructor to demonstrate techniques and provide other pertinent information.
  - Practice CPR and first aid skills.
  - Demonstrate skills needed to administer until the arrival of Emergency Medical Staff.

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- 5. Identify symptoms of common childhood illnesses, communicable diseases, and syndromes.**
  - Research common childhood illness, communicable diseases and syndromes.
  - Make a graph to show the number of occurrences of childhood illnesses, communicable diseases and syndromes as compared in the country, the state, and county.
- 6. Identify improper practices that lead to injury, accidents, and death.**
  - Collect news articles about early childhood injuries, accidents and deaths. Examine articles for the cause of the mishap, and discuss ways to avoid those kinds of situations.
- 7. Demonstrate emergency procedures.**
  - Draw a diagram of an imaginary or real Early Childhood Center. Create a map of emergency exit routes. Check your plan to see if all guidelines have been followed.
  - Practice emergency procedures i.e. fire drill, tornado drill, earthquake, threatening phone call, intruder in the building etc.
  - Create a box of essentials for emergency procedures. Explain what you put in the box and why.
  - Create scenarios where proper and improper emergency procedures were followed. Identify the improper and talk about ways of correcting the errors.
  - Simulate first aid and emergency treatment for bleeding, animal bites, bumps and bruises, burns, choking, convulsions, fainting, fractures, sprains, insect bites, poisons, shock, and splinters.
- 8. Identify types and indicators of child abuse and neglect.**
  - Discuss child abuse and neglect. Research statistics and other pertinent information and create a child abuse and neglect aware brochure.
  - Invite a Department of Social Services caseworker to speak to the class about child abuse and neglect.
  - View videos of young children and identify possible cases of abuse or neglect. Support your responses with factual information.
  - Identify laws and agencies that deal with child abuse.
  - Describe typical traits of a child abuser.
  - Identify types of child abuse.

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- Research information on runaways and missing children. Distinguish between the two. List major reasons that cause children to run away. Discuss safety precautions to prevent abduction of children. List steps to follow when reporting runaways or missing children.
- Interview a public safety officer and gather information on procedures used to locate runaways or missing children.

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### **E. Collaborative Relationships**

- 1. Demonstrate verbal, nonverbal, and written communication skills.**
  - Brainstorm effective methods of working with adults and children.
  - Compare communicating with children with communicating with adults.
  - Work in teams and develop effective communication presentations. Address verbal, nonverbal and written communication.
  - Research confidentiality issues and the proper ways of handling this kind of information.
  
- 2. Demonstrate coping skills.**
  - Develop some techniques for young children to deal with stress.
  - Create scenarios depicting various types of situations or circumstance that create stress. Use the phrase “I can handle this” intermingled throughout the scenario.
  - Teach your peers a lesson on coping skills designed for young children.
  - Design a lesson for parents to demonstrate how children can be taught coping skills.
  - Create a brochure, flyer, and presentation on coping skills. Include information regarding what coping skills are, the importance of developing coping skills, what families can do to promote good coping skills,
  - Use cooperative games to display good coping skills i. e. Duck, Duck, Goose, Stuck in the Mud.
  - Discuss bullying, name calling, put downs, and teasing and list reasons why this behavior is not acceptable. Research the media and collect articles on the result of these types of behaviors.
  
- 3. Compare problem-solving strategies.**
  - Assign the same problem to two different groups. Ask each group to solve the problem. Create an observation checklist and select two people to observe, one for each group, and take notes on the process used to solve the problem. When a solution is reached, allow the groups to give their solution. Allow observers to give their report on the process.
  - Read scenarios where various problem strategies are used. Discuss the strategy and whether it should remain the same or be changed. Defend responses with factual information.
  - Use various types of media and/or technology and find problem solving quotes. Discuss the quote and prepare in an aesthetically pleasing



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manner to display in the classroom (the students can vote to determine which quotes will be displayed).

- Observe an early childhood class. Look for precursors and talk about how they affect the behavior of a person. Discuss ways the problem could be handled to create win-win situations.

#### **4. Apply negotiation strategies to real-life situations with peers and children.**

- Research various negotiation strategies and what factors contribute to successful negotiations.
- Look at a scenario in the book The Strong-Willed Child. Write an essay on how you would resolve the problem in the scenario. Read James Dobson's book, "The Strong-Willed Child". Prepare a report showing how he recommends handling the problem. Compare your response with Dobson's.
- Discuss discipline and punishment. How are they alike? How are they different? Identify methods of correction used. Categorize as discipline or punishment. What made you come to this conclusion?
- Develop a workshop for parents to teach them negotiation skills. Include in the workshop a presentation, handouts, and active involvement from the audience.

#### **5. Organize team-building activities with peers and children.**

- Partner with the Teacher Cadet program and plan activities for the students.
- Participate in a R.O.P.E.S. course. Discuss your experience and how this relates to team building.
- In teams of four or more, go on a scavenger hunt. You are to retrieve as many items on the list as possible in as little time as possible. The first team to complete the task will have special privileges awarded by the teacher. Discuss the process. Compare the first team who finished to the last team. Talk about the group process and why you think that happened.

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- 6. Design a technology-based resource of community services for children and families.**
  - Visit various community agencies to gather information.
  - Use various means of communication (letter, e-mail, verbal etc.) to make requests for information.
  - Develop an interactive CD of community services with an audio-recorded description of each service (addresses non readers and visual impairments.)
  - Develop a power point presentation of the information to be placed on the school Web site.

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## **F. Professional Employment Skills**

### **1. Apply skills and procedures for seeking employment.**

- Create and update a personal resume and complete a job application.
- Compile a professional portfolio and add edited resume, job application, and recommendations. Use a class created rubric to score the portfolio.
- Practice interviewing skills with peers, teachers, administrators etc.
- List the personal qualities needed for employment in child related occupations.
- Create an informational brochure or flyer for parents to help them select a quality childcare provider. (What are the characteristics of a quality provider?)
- Classify the different types of childcare and applicable licensure standards and laws.
- Classify the types of childcare programs for children: custodial, developmental, comprehensive; hourly, Montessori, head start, preschool, home care, and day care. List pros and cons for each and the amount of flexibility associated with various types of childcare.